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A cluster of educational experiences was sought which was common to a significant proportion of the youth at the Lorton Youth Center of the District of Columbia Department of Corrections. These experiences were postulated as causal factors in dropout, delinquency, and eventual incarceration. Data pertaining to educational or educational-related experiences were gathered from case histories, educational interview sheets, and two questionnaires. From an analysis of the data the elements which comprise the types of syndromes described above were poverty, social alienation, poor school adjustment, truancy, retardation, essentially normal intelligence, poor reading skills, language deficiencies, early school leaving, mobility, early contact with the juvenile court, frequent juvenile offenses, commitment to other institutions, and matriarchial families. Related research is in general agreement with these findings.

Implications for school action are: pre-school education, adapted curriculum materials, professional counseling, an understanding of slum culture, and in-service training.

A check list administered at grade 6 could aid in identifying potential dropouts so that these children could be more intensively guided and counseled.

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The Probable Syndrome In Terms Of Educational Experiences Which Precipitates Dropouts, Delinquency & Eventual INCARCERATION

Institute For Criminological Research

DEPARTMENT of CORRECTIONS

DISTRICT of COLUMBIA

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THE PROBABLE SYNDROME

IN TERMS OF EDUCATIONAL

EXPERIENCES WHICH PRECIPITATES

DROPOUTS, DELINQUENCY, AND

EVENTUAL INCARCERATION

Report of a Study at the Lorton Youth Center
D. C. Department of Corrections

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September, 1964

"The child was diseased at birth, stricken with a hereditary ill that only the most vital of men are able to shake off. I mean poverty--the most deadly and prevalent of all diseases."

Eugene O'Neill

TABLE OF CONTENTS

Chapter I

Page

INTRODUCTION---------- 1

BACKGROUND OF THE STUDY---------- 3

PURPOSE OF THE STUDY---------- 4

Chapter II

RELATED STUDIES---------- 5

PROCEDURES---------- 8

DEFINITION OF TERMS---------- 10

Chapter III

PRESENTATION AND ANALYSIS OF DATA---------- 13

Chapter IV

SUMMARY AND CONCLUSIONS---------- 29

Chapter V

IMPLICATIONS FOR SCHOOLS---------- 37

IMPLICATIONS FOR CORRECTIONAL EDUCATION---------- 42

Checklist---------- 44

Case Studies---------- 45

Bibliography---------- 53

CHAPTER I

INTRODUCTION

The Federal Bureau of Prisons reported that only 6 percent of all inmates under sentence from federal courts under the age of 25 had completed high school or better. Only 3 to 4 percent were in school at the time of arrest. The significance of this is that a minimum of 90 percent of inmates under sentence from federal courts under the age of 25 can be counted as dropouts.

It is estimated by the President's Committee on Juvenile Delinquency and Youth Crime that between 3 and 4 million delinquents will appear before the courts during the decade 1960-1970.

The impelling nature of the problem is further reflected in statistics from the Washington, D. C. Metropolitan Police Department, which indicate that juvenile crime during the month of July, 1964, was higher than at any time in its history, and the rate has been showing an increasing upsurge.

There are considerable data to support the thesis that man is essentially a culture creature. His moral concepts, mores, attitudes, and general behavior have their roots deep in his interaction with his society. Clemmer maintains that they are group bred .... Every item in the national life, in the schools, and churches, in government and in industry, contains conditioning influences which affect human beings.[1]

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[1] Donald Clemmer, The Prison Community, (Rinehart Co., Inc., New York, 1958) p. 1.

One of the fundamental instruments in American civilization is its public schools. There is no need to belabor the fact that they are very influential in structuring behavior. It is clearly recognized that dropouts, deliqnuency, and crime are phenomena embracing a multitude of factors. However, it appears that there are inherent in these problems crucial questions that relate to the schools as an influential social force in our society.

It appears that certain school experiences contribute to some pupils' desire to leave school as soon as legally possible. These experiences result in negative attitudes, truancy, low achievement, and frustration. As a result of an insufficiency of educational and vocational assets, these pupils become more vulnerable to a delinquency orientation.

The ever-increasing complexities of American civilization represented by technological advances, automation, The Civil Rights Revolution, and shifting populations, of necessity, have their impact upon our educational system. Some specific school problems that result from these dynamic forces are: (1) How to cope with the culture-conflict that results when masses of alienated youngsters become a large part of a school system with entrenched middle class value systems and traditions, (2) How to adjust philosophy, grading systems, curriculum, and grouping to this change, and (3) What the role of the school shall be in this new context in terms of purposes and philosophy. These are just a few of the issues that are intricately involved and are urgently related to the problems of dropouts, delinquency, and crime.

How the schools comport themselves in the face of these crucial confrontations will determine to an extent the intensity of our present dropout and crime problems. In this study, the public school experiences of the inmates at the Youth Center, D. C. Department of Corrections, have been selected for study to determine their impact upon dropouts, delinquency, and eventual incarceration.

BACKGROUND OF THE STUDY

The Youth Center of the Department of Corrections of the District of Columbia began its operation in late summer of 1960. The Center is located on a reservation in Lorton, Virginia. Its physical plant comprises extremely modernistic administration buildings, dormitories, and school facilities. A casual observer would readily identify the Center as a modern, small, rural, college were it not for the fence and towers. An essential emphasis of the Youth Center is training and treatment. It is a basic assumption when a youth is placed here that he can be rehabilitated. A carefully planned training and treatment program is structured, individually, for each committed youth.

The Center has a population of 300 inmates from the Washington, D. C. area. The youths confined here, in the main, attended the Public Schools of Washington, D. C. Of the inmate population, 90 percent are dropouts from the Public Schools of Washington, D. C. 95 percent of the incarcerated dropouts have a history of juvenile delinquency, defined as involvement with the juvenile court. It would seem then, that there is a tie in between dropouts, delinquency, and crime.

PURPOSE OF THE STUDY

The purpose of this study is to attempt to isolate a cluster of educational experiences that are common to the inmate population at the Youth Center, and to determine their relevancy to the drop-out and crime problem.

CHAPTER II

RELATED STUDIES

The pattern that characterizes the dropout is symbolic of a long history of school experiences that for him have been unrewarding, rejecting, and frustrating. Research revealed a number of published studies dealing with the relationship between school experiences, dropouts, and delinquency. The findings of Smith show that various studies of delinquent children are in complete agreement to the effect that a record of habitual truancy from school is one of the factors most often found in case histories.[2]

Among 26 factors listed by Smith as contributing to delinquency, either directly or indirectly are: (1) The tendency to measure educational progress in terms of the performance of the so-called average child. This is a procedure that places the deviant, especially if he is both scholastically retarded and anti-social, at a serious disadvantage because of the harmful effects upon personality by competitive grading systems, (2) preferential treatment of children from upper class families as compared to those who come from the "wrong side of the tracks", (3) a failure to adapt the curricula to the practical needs of youth in a fast changing, technological age, (4) biased teachers who consciously or unconsciously reveal their prejudice against minority groups by careless, unwise, and untrue statements in the classroom, and (5) lack of professional counseling services for many students who need them.

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[2] P. M. Smith, "The School As A Factor," in Joseph S. Roucek, Ed., Juvenile Delinquency, (New York Philosophical Library, 1958), pp. 155-157

Smith further states that the school contributes to delinquency not only because it provides an environment where large groups of children are thrown together ... but because it creates frustrating situations with which some individuals cannot cope.[3]

A study made in Seattle, Washington, of a single high school, found that delinquency, defined as involvement with the juvenile court, was three percent for the total youth population and thirty-five percent for the dropout.[4]

From a study made in Bridgeport at the University of Connecticut it was found that twenty-four percent of the high school dropouts had a court record while the area figure for juvenile offenses is approximately three percent.[5]

Kvaraceus found in his study of juvenile delinquency in Passaic, strong statistical evidence in support of a relationship between juvenile delinquency and the school.

He stated:

> "One major statistical fact about the incidence of juvenile delinquency in Passaic strongly suggests the extent to which rebellion against frustration and dissatisfaction arising out of

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[3] P. M. Smith, pp. 155-157.

[4] Pete Schneller, vice principal, Ballard High School, Seattle, Washington, "Unwilling Learner and Dropout Study, 1958-61", in Federal Probation, Vol. XXXII, No. 3, p. 18.

[5] L. Silverstone and C. G. Hoyt, "Bridgeport, Connecticut, School Dropout Study, A Preliminary Report," January 21, 1963, in Federal Probation, Vol. XXXII, No. 3, p. 18.

> school experience is a primary etiological factor in juvenile delinquency. In Passaic, the lowest monthly number of referrals occurs in the months when the school system is not in session, and the highest in the months of peak school tension, during the spring and autumn."[6]

In their study of 500 delinquent boys and 500 non-delinquent boys, the Gluecks found that nine-tenths of their sample of delinquents were serious or persistent behavior problems in school in contrast with two-tenths of their sample of non-delinquents. Twice as many of the delinquents as non-delinquents were retarded two or more years behind their proper grade. Truancy was most prevalent among 478 of the delinquents.[7]

In a previous study the Gluecks found that among 1000 juvenile delinquents 84 percent were retarded one or more years in age-grade status and 61 percent two years or more. This was a rate 2.2 times greater than among unselected Boston pupils.[8]

There is evidence in the literature to show that the dropout problem is essentially one of poverty stricken groups. Hollingshead, in his study of the youth in a typical American Community, analyzed especially the boys and girls who had dropped out of school. Of 345

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[6] William C. Kvaraceus, Juvenile Delinquency And The School, New York, World Book Co., 1945, p. 151.

[7] Sheldon and Eleanor Glueck, Delinquents in the Making: Paths to Prevention. New York, Harper, 1952, p. 80.

[8] Sheldon Glueck and Eleanor T. Glueck, One Thousand Juvenile Delinquents, Cambridge, Harvard University Press, 1934, pp. 87-88.

young people who had stopped attending, 240 were in the lowest socio-economic group. The most common explanations given by non-attenders were (1) economic need, (2) peer group isolation and discrimination, and (3) mistreatment by teachers.[9]

The future relationship to the larger community of ill equipped, poverty stricken, disappointed, youngsters, is of vital concern to our society. It is not to be expected that a poorly trained dropout would have easy access to the labor market.

Burchill observes that thirty to forty years ago, a young person unsuccessful in school or lacking the incentive to learn, could achieve adult status by going to work. Today this is largely impossible. Frustrated by a lack of success in school and thwarted by a failure to obtain work, a sizeable percentage of these young people become hostile and aggressive. They strike out against society.[10]

PROCEDURES

By means of random sampling 50 percent of the student body was selected for the administration of an open ended questionnaire. On this instrument, each respondent was asked to give his reactions regarding certain previous educational and education-related experiences. In instances where a given respondent was unable to read a question or write a response, the question was read to him and his verbatim response was recorded. The replies to this questionnaire were analyzed and tabulated by the writers.

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[9] A. B. Hollingshead, Elmtown's Youth, Wiley, 1949.

[10] George W. Burchill - Work - Study - Programs For Alienated Youth. A Casebook, Chicago, Illinois, Science Research Associates, 1962, p. IX-XXI.

For Example:

Pre-Test Question: Why did you truant?

Answer: Mostly, because the teachers gave me a hard time.

From the responses to the pre-test questionnaire a more highly structured instrument was prepared in which categories were set up. A simple check mark sufficed to indicate a respondent's self-selected response to a specific question; however, if no categorized response suited him, he was asked to write in his reaction.

For Example:

Question - Why did you truant?

_____ Was not interested or did not like school.

_____ Did not like the teacher.

_____ Economic reasons (to work) etc.

_____ To avoid conflicts or failure.

_____ Other (Explain)

This questionnaire was administered to the remaining 50 percent of the student body. The responses were tabulated and the results interpreted and presented hereinafter.

Attention is called to the fact that these findings indicate, in reality, the reactions of the total student body receiving academic training in the Valley Central School of the Youth Center. However, the figures noted herein represent the findings indicated by the fifty percent of the students who were administered the second questionnaire.

To further validate some of the responses made on the questionnaire, a comparision was made of questionnaire responses and replies given on the Educational Interview Questionnaire which was administered by the school staff when the inmate first entered the Youth Center School. There was a high degree of consistency between responses given on both instruments.

Data relative to economic deprivation, family relationships, educational level at the time of entry to the Youth Center, intelligence, school adjustment, and age of first offense were obtained from the case histories developed by the case workers at the Center.

An exploration of the contributions made to the field by such eminent authorities as the Gluecks, Kvaraceus, Smith, Miller, Schrieber, and many others served to provide a frame of reference.

DEFINITION OF TERMS

1. Educational Syndrome - a cluster of educational experiences common to a group which seems to have a causative effect.

2. Dropouts - pupils who voluntarily leave school before obtaining a high school diploma or its equivalent.

3. Incarceration - the state of being physically isolated from the larger community by imprisonment.

4. Under-achiever - a pupil who is achieving at least two grades below school expectancies according to his tested intellectual level.

5. Delinquency - norm violating behavior that takes place among youngsters 17 and under; in this study it concerns offenses that have been brought to the attention of the courts.

In attempting to find the syndrome precipitating dropouts, delinquency, and eventual incarceration, the following variables were selected for analysis:

1. School adjustment. Behavior characterized by interpersonal relationships in the school setting.

2. Truancy or illegal absence from school.

3. Frequency of repeating a grade because of failure.

4. Intelligence quotient as measured by the Beta Intelligence Test.

5. Reading level on entrance to the Youth Center.

6. Arithmetic level on entrance to the Youth Center.

7. Language level on entrance to the Youth Center.

8. Number of elementary schools attended.

9. Age at dropout.

10. Grade at dropout.

11. Age at time of initial contact with courts.

12. Number of other institutions.

13. Number of offenses before present incarceration.

14. Marital status of parents.

It appears that the etiology of dropouts, delinquency, and crime for this group has most of its roots in factors of poverty and social alienation. The predominantly Negro population is highly suggestive of youngsters, who because of economic and social alienation, have lived on the periphery of American Civilization. In the main, they represent products of the inner-city Public Schools of Washington, D. C. The Negro population of these schools is approximately 89 percent. There is considerable evidence that the inmate population generally represents the lowest socio-economic group in

the community and that they are grossly deficient in cultural and academic strengths. The parents of these youngsters have simply been unable to provide the experiences, grounding, supervision, and readiness for formal education that middle and upper-class parents provide as a matter of course.

The poverty factor, with its concomitant implications of family disorganization and instability, is hardly conducive to humanizing influences that make youngsters good candidates for school entry. But any attack upon delinquency, if it is to be more than pedestrian, must consider that our schools should exert considerable energy toward incorporating disadvantaged children in a very meaningful way.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

It seems that poor school adjustment represents a primary etiological factor in this sampling. These youngsters find it exceedingly difficult to adjust to a school drama that all too often has been exclusively geared to the mores and norms of a middle and upper class culture group. Communication skills are often absent. There are obvious manifestations of emotional deprivation. The mores are frequently those of the street.

Table I shows responses of this sampling relative to school adjustment.

TABLE I
SCHOOL ADJUSTMENT

	Number	Percent
Poor School Adjustment	69	92
Good School Adjustment	6	8
Total	75	100

92 percent of the sampling had a history of poor school adjustment. Poor school adjustment represents disrespect for authority, inability to relate to peers, fighting, and failure to observe school rules and regulations. This is consistent with the findings of The Gluecks who found that nine-tenths of the delinquent boys of their study were serious or persistent behavior problems in school.[11]

[11] Sheldon and Eleanor Glueck, Delinquents in the Making: Paths to Prevention. New York, Harper, 1952, p. 80.

The discordant nature of the interpersonal relationships that poverty-stricken, alienated, young people experience in the schools is one factor leading to truancy, which seems characteristic of most dropouts and delinquents.

90 percent of these respondents were truants while attending school. This does not represent sporadic, unauthorized, absences but a pattern so serious and prolonged that notations of truancy have become a part of the school record.

Table II shows these data:

TABLE II
HISTORY OF TRUANCY FROM SCHOOL

	Number	Percent
Record of Truancy	67	90
No Record of Truancy	8	10
Total	75	100

Reckless cites that truancy constitutes a considerable proportion of delinquency in itself.[12]

The most frequent reason given for truancy was simply lack of interest. 47 percent of the 75 respondents checked the category, "Was not interested," in response to the question, "Why did you truant?"

Table III presents these responses.

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[12]Walter C. Reckless and Mapheus Smith, Juvenile Delinquency, New York, McGraw-Hill Book Co., 1932, pp. 174-176.

TABLE III
REASON FOR TRUANCY

Reason	Number	Percent
Was Not Interested	35	47
Did Not Like The Teacher	8	10
Economic Reasons (To Work)		
(Did Not Have Clothes)	24	32
Other - Explain	8	11
Total	75	100

The questionnaire and interviews with inmates revealed that lack of interest was essentially a derivative of 3 factors. Of particular significance was a lack of success experiences. This is pointed up by the following response from an inmate, which seems fairly representative: "I couldn't make the next grade so I played hookey." Secondly, inmates felt that public schools are highly impersonal places where school people have little time to discuss personal or educational problems. Thirdly, there was the feeling that public school experiences were not meaningful.

The activities engaged in while truanting are both significant and interesting. 44 percent aimlessly walked the streets alone or with others. 20 percent went to the movies. 19 percent stayed at home to watch T.V. or entertain friends. 9 percent tried to find work, and 8 percent gave no response.

These data are set forth in Table IV.

TABLE IV
ACTIVITIES WHILE TRUANTING

	Number	Percent
Went to Movies	15	20
Stayed At Home	14	19
Walked With Others	20	27
Walked Alone	13	17
Tried to Find Work	7	9
No Response	6	8
Total	75	100

One wonders if this is a retreat from school; if in some way adjustments could be made in terms of curricula, marking system, and grouping, to increase the challenge of the schools. There is little need to point up the dangers involved in youngsters taking to the streets and the movies unsupervised and disillusioned.

Closely allied with truancy is the problem of academic retardation. The Gluecks found that among 1000 delinquents 84 percent were retarded one or more years in grade status and 61 percent were retarded two or more years.[13]

Kvaraceus's Passaic study showed 43.5 percent of 661 delinquents as having repeated one or more terms.[14]

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[13]Sheldon and Eleanor Glueck, One Thousand Juvenile Delinquents, Cambridge, Harvard University Press, 1939, pp. 87-88.

[14]William C. Kvaraceus, Juvenile Delinquency And The School, New York, World Book Co., 1945, p. 151.

Of the subjects of this study, 72 percent were retarded one or more years. This can be seen in Table V.

TABLE V
FREQUENCY OF RETARDATION

Number of Times Retained	Number	Percent
One	24	32
Two	20	27
Three or More	10	13
None	21	28
Total	75	100

Smith claims that academic retardation is the father of crime.[15] Seymour states that retaining a child in the early grades broke the morale of pupils and led significantly to their leaving school at an early date in later years.[16]

What kind of people are these, in terms of intellectual adequacy, who become dropouts and delinquents and who eventually become incarcerated?

Table VI gives the intellectual range found in the sampling at the Youth Center.

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[15] P. M. Smith, pp. 155-157.

[16] William Seymour, Characteristics of Pupils Who Leave School Early, Unpublished Dissertation, Cambridge, Harvard University, 1940.

TABLE VI
INTELLIGENCE RANGE OF INMATES

Range	Number of Inmates	Percent
60 - 70	0	0
71 - 80	8	10
81 - 89	18	24
90 - 110	44	59
110 - 120	5	7
Total	75	100

It is evident that about 66 percent of this sampling falls within the 90 to 120 category, with a preponderance in the 90 to 110 category. This represents a group that is substantially educable. When intelligence range is combined with actual achievement, a clear picture of under achievement emerges. It is significant that twenty-five of the present inmate population of about 300 have obtained Graduate Equivalent Diplomas since being at the Youth Center School.

These inmates usually had grade equivalent scores ranging from 7.5 to 8.5 upon entering the Youth Center School and were able to complete requirements and obtain the G.E.D. after 1 year of schooling. Generally, much periodic improvement is made by inmates on the Stanford Achievement Test which is administered every 3 months. It is felt that some factors that contribute to this achievement are the absence of compulsion to attend school; a relaxed atmosphere where tension is at a minimum; an effective guidance program; individual counseling and supervision where close attention is given to educational, vocational, and personal problems; and attempts to provide a meaningful

program where competencies to be developed are directly related to job possibilities upon release.

What have these people achieved in terms of reading who have become dropouts and inmates? Table VII reveals these data.

TABLE VII
READING LEVEL ON ENTRANCE TO YOUTH CENTER

Level	Number at this Level	Percent
NON-READER	4	5
2	2	3
3	10	13
4	14	19
5	12	16
6	15	20
7	8	10
8 - 10	9	12
ABOVE 10	1	2
Total	75	100

Seventy-six percent of the inmates on entrance to the Youth Center were reading at or below a sixth grade level. Fifty-six percent were at or below a fifth grade level. The results of the Stanford Achievement Test were used in compiling these data. It becomes obvious that great numbers of the inmates have a serious reading deficiency.

Liddle reports that while there has been little attempt to prove causality, the relationship between delinquency and reading is well known and is backed by research.

He further observes that while there are some punishments in not being able to read, the school system accentuates this tendency.[17]

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[17] Gordon P. Liddle, Existing and Projected Research on Reading in Relationship to Juvenile Delinquency, in William R. Carriker, Role of the School in the Prevention of Juvenile Delinquency. Washington, D. C., U. S. Dept. of Health, Education and Welfare, 1963, p. 49.

It could be safely assumed that these limitations in the area of reading really represent early failures and retentions in school. The fact of educational limitations sometimes is not so serious as the frustrations encompassed in at least eleven years of schooling. One wonders about the impact of these experiences on the emotional tone of the inmates.

Healy and Bronner came to these conclusions:

> "In the main, the immediate precipitating cause of delinquent behavior is in the emotional life of the delinquent; in his feelings about himself, his conditions and circumstances. Though he is usually unable to phrase his discontent, he is nevertheless an unsatisfied individual. The really satisfied youngster is not delinquent.[18]

How much has this sampling of incarcerated youth achieved in terms of arithmetic skills? Table VIII reveals that 54 percent of these youths measured below a fifth grade level on the Stanford Achievement Test in arithmetic. Only 15 percent had reached the seventh grade level or above. None measured as high as grade level 8.

TABLE VIII
ARITHMETIC LEVEL ON ENTRANCE TO YOUTH CENTER

	Number	Percent
0- 2-11	2	3
3- 3-11	14	19
4- 4-11	24	32
5- 5-11	16	21
6- 6-11	8	10
7- 7-11	11	15
Total	75	100

[18] William Healy and Augusta Bronner, Delinquents and Criminals. Their Making and Unmaking. New York, The Macmillan Company, 1926.

According to the Washington Action for Youth Report, a number of researchers, notably Deutsch and Riessman, have pointed out that the Negro slum child, in contrast to the white middle class child is lacking verbal orientation skills, has poor auditory discrimination, and a highly restricted range of experiences.[19]

Table IX indicates that 76 percent of these youths function below a sixth grade level in language usage. 60 percent scored below the fifth grade level on entrance to the Youth Center.

TABLE IX
LANGUAGE USAGE SCORES ON ENTRANCE TO THE YOUTH CENTER

	Number	Percent
0- 1-11	7	9
2 2-11	9	12
3 3-11	10	13
4 4-11	19	26
5 5-11	12	16
6 6-11	6	8
7 7-11	6	8
8 and above	6	8
Total	75	100

Clement Vontress states that lack of familiarity with the language of the school and its textbooks is handicapping to slum children. He states further that in this respect the child is not unlike his parents, who also find it difficult to understand and communicate with teachers.[20]

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[19] Jack R. Goldberg and Others, Washington Action For Youth, Washington, D. C., United Planning Organization, 1964, p. 430.

[20] Clement E. Vontress, "Our Demoralizing Slum Schools," Phi Delta Kappan, Vol. XLV, Number 2, November, 1963, p. 78.

The impoverished state of readiness at school entry, the culture conflict in the schools, the truancy and retentions suggest a conflictual and discouraging milieau from which escape would seem a prudent expectancy. It is not, therefore, surprising that data compiled at the Youth Center indicate that most dropouts in this group left school as soon as legally possible. 65 percent left at age 16. 12 percent left before they were 16. 16 percent left at age 17, and 7 percent left at age 18 or older. These findings are shown in Table X.

TABLE X
AGE AT DROPOUT

Age At Dropout	Number of Dropouts	Percent
14-	2	3
15	7	9
16	49	65
17	12	16
18 And Older	5	7
Total	75	100

Improperly equipped in terms of ability to adjust to the school drama, it seems that the dropout waits until the time when the law no longer compels him to be a captive in a tense situation with which he cannot cope.

In efforts to determine some areas where inmates felt schools could do more to keep youngsters in school, the question was asked: "What could be done to keep boys in school until they graduate?" Of seventy-five responses, 76 percent indicated a need for counseling, by checking the categories, "Counsel them on the importance of education," "Help them with their problems," and "Have teachers give them more encouragment." Table XI represents responses to this question.

TABLE XI

WHAT SHOULD BE DONE TO KEEP BOYS IN SCHOOL UNTIL THEY GRADUATE?

	Number	Percent
Counsel Them on the Importance of Education	23	30
Make Schools More Interesting and Enjoyable	18	24
Help Them with Their Problems	20	27
Have Teachers Give More Encouragement to Students	14	19
Other (Explain)		
Total	75	100

Here again the factors of poverty, family disorganization, and lack of supervision seem to appear as etiological forces in creating youngsters whose lives are limited in terms of development of adequate value systems. The inadequacy of family life in terms of instilling these value systems perhaps imposes upon the schools the need for excellent and numerous guidance services, especially in schools located in high delinquency, slum areas.

It was revealed that most inmates in the sampling dropped out of school at age 16. What have they achieved in terms of grade placement? Table XII indicates that 71 percent left in grades eight, nine, or ten. 5 percent left in grade 11 and 3 percent left in grade 12.

TABLE XII
GRADE AT DROPOUT

Grade	Number of Inmates	Percent
4	1	2
7	14	19
8	17	22
9	21	28
10	16	21
11	4	5
12	2	3
Total	75	100

Since 76 percent of the inmates were reading at or below a sixth grade level on entrance to the Youth Center, 54 percent measured below a fifth grade level in arithmetic, and 76 percent were below a sixth grade level in language usage, it becomes obvious that the inmates were seriously deficient in educational achievement and could hardly experience success in their grade placement at the time of dropout.

The factor of mobility has implications for successful school experiences. Frequent changes at the elementary level mean frequent adjustments to different educational programs as well as interpersonal adjustments with teachers and classmates. Table XIII shows that 58 percent of this sampling attended three or more elementary schools. 19 percent attended five or more.

TABLE XIII
NUMBER OF ELEMENTARY SCHOOLS ATTENDED

Number of Schools	Number of Inmates	Percent
1	17	22
2	15	20
3	15	20
4	14	19
5	5	7
6 or more	9	12
Total	75	100

The high incidence of truancy in this sampling leads to a curiosity concerning age of initial contact with the juvenile court. Table XIV presents these data.

TABLE XIV
AGE OF INITIAL CONTACT WITH JUVENILE COURT

Age of Initial Referral to Juvenile Court	Number of Inmates	Percent
8	2	3
9	1	2
10	6	8
11	4	5
12	9	12
13	7	9
14	9	12
15	5	7
16	13	17
17 or Older	19	25
Total	75	100

Since 90 percent of this sampling had a history of truancy, it is not surprising that 75 percent had their initial contact with the court between ages 8 and 16.

There appears to be an antecedent relationship between truancy and crime. This imposes a rather special responsibility upon schools to meet the needs and expectations of alienated youngsters. School philosophy, methods, and goals should be critcally examined to insure that they are not antithetical to the focal concerns of some of the youngsters they serve.

It is noted in this report that poor school adjustment represents a primary etiological factor in this sampling. Table XV reveals that poor community adjustment is also a strong factor.

TABLE XV
NUMBER OF OFFENSES BEFORE PRESENT INCARCERATION

	Number of Inmates	Percent
0	7	9
1	3	4
2	10	13
3	11	15
4	13	18
5	6	8
6 or More	25	33
Total	75	100

74 percent of these inmates had committed three or more offenses before their present incarceration. It is striking that 33 percent had committed 6 or more. It is conceivable that this persistent conflict with police authorities is related to lack of fit in traditionally oriented schools and the resultant truancy which seem to characterize culturally deprived children and dropouts.

The discordant nature of the interpersonal relationships of these respondents in the school and community was so serious that 72 percent had been confined to other institutions. This can be seen in Table XVI.

TABLE XVI
OTHER INSTITUTIONS

Number of Institutions	Number of Inmates	Percent
0	21	28
1	32	43
2	19	25
3	3	4
Total	75	100

The importance of the family in contributing to personal stability needs no elaboration. Unstable family constellations are frequently associated with high rates of juvenile delinquency. In attempting to determine family stability for this group, consideration was given to the spatial absence or presence of the father. Table XVII reveals these findings.

TABLE XVII
STATUS OF FAMILY

Father Absent From Home	Number of Inmates	Percent
	55	73
Father in Home	**Number of Inmates**	**Percent**
	20	27
Total	75	100

73 percent of the inmate sampling came from homes where the father was absent. In 62 percent of the cases the father had deserted; in 11 percent the absence was due to death.

The matriarchal nature of the family orbit would seem to seriously compromise the possibility of identifying with a male figure for the purpose of assimilating adequate value systems. This possibility is further compromised when it is considered that elementary schools are in the main staffed and administered by women teachers, counselors, and principals.

In a study at this Youth Center Nardini found that the most important "free" person for the inmate was his mother. He stated, "This points to the predominantly Negro inmate, and the typical matriarchal family structure so characteristic of this group." He concluded that his findings indicate "a possible relationship between the matriarchal family structure and criminality where there is an absence of a father figure and the resulting loss of discipline."[21]

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[21] William Nardini, The Impact of Institutionalization on Offenders in a Youth Correctional Institution, Washington, D. C., Institute for Criminological Research, Department of Corrections, D.C.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study set out to find a cluster of educational experiences common to a significant proportion of the youth at the Lorton Youth Center of the D. C. Department of Corrections which were causal factors in their dropping out of school, becoming delinquents, and eventually being incarcerated. This cluster of experiences is referred to as an educational syndrome. The question was posed, "What is the probable syndrome in terms of educational experiences that precipitates male dropouts and eventual incarceration?

It appears that certain educational experiences contribute to some pupils' desire to leave school as soon as legally possible. These experiences result in negative attitudes, truancy, low achievement, and frustration. As a result of an insufficiency of educational and vocational assets, these pupils become more vulnerable to a delinquency orientation.

Data pertaining to educational or education-related experiences were gathered from case histories, educational interview sheets, and two questionnaires. Categories were formed, the questionnaires were administered and these data were analyzed.

From an analysis of the data the elements which comprised the syndrome were poverty and social alienation, poor school adjustment, truancy, retardation, essentially normal intelligence, poor reading skills, poor arithmetic skills, language deficiency, early school

leaving, mobility, early contact with the juvenile court, frequent juvenile offenses, committment to other institutions, and matriarchal families.

Agreement with other studies can be found in the literature. Kvaraceus found that usually the youngsters who drop out are culturally lower class.[22]

Poor school adjustment appeared as an important factor in the syndrome. The Gluecks found that nine-tenths of their study of 500 delinquents were serious or persistent behavior problems in school.[23]

Truancy seemed a common characteristic of this sampling. 90 percent of the respondents were consistently truant. This comports with a study made by Smith who found that a record of truancy is one of the factors most often found in the case histories of delinquents.[24]

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[22]William C. Kvaraceus, "Exceptance, Rejection, and Exceptionality," Exceptional Children. XXII - p. 328, 31 May 1956.

[23]Sheldon and Eleanor Glueck, Delinquents in the Making: Paths to Prevention. New York, Harper, 1952.

[24]P. M. Smith, p. 158.

Retardations were a dominant factor. 72 percent of the subjects had been retarded one or more years. 40 percent had been retarded two or more years. The Gluecks found that among 1000 delinquents, 84 percent were retarded one or more years and 61 percent two or more years.[25]

Reading level, intelligence, arithmetic, and language usage levels were important considerations. 73 percent of the inmates were reading at or below a 6th grade level on entrance to the Youth Center. 56 percent were at or below a 5th grade level. 66 percent fell within the normal range of intelligence.

54 percent of these youths measured below a 5th grade level in arithmetic. Only 15 percent had reached the 7th grade level or above. None measured as high as 8th grade level.

76 percent of this sampling was functioning below a 6th grade level in language usage. 60 percent scored below the 5th grade level on entrance to the Youth Center.

The literature reveals that most dropouts and delinquents leave school at age 16. 65 percent of these respondents left at age 16. 12 percent left before they were 16. 16 percent left at age 17, and 7 percent left at age 18 or older.

The study reveals that grades 8, 9, and 10 were crucial ones for this sampling. 71 percent left in grades 8, 9, or 10. 5 percent left in grade 11 and 3 percent grade 12.

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[25] Sheldon and Eleanor Glueck, One Thousand Delinquents, Cambridge, Harvard University Press, 1934, p. 80.

Mobility was a common characteristic of this group. 58 percent attended 3 or more elementary schools. 19 percent attended 5 or more.

These youths tended to become involved with police authorities at an early age. 75 percent had their initial contact with juvenile court between ages 8 and 16.

The persistence of difficult behavior is revealed by the fact that 74 percent of the inmate sampling had committed three or more offenses before their present incarceration. 33 percent had committed six or more.

Further indication of persistent or serious behavioral disorder is seen in the fact that 72 percent of the sampling had been confined to other institutions before coming to the Youth Center.

Family instability is revealed when the findings indicate that 73 percent of the sample population came from homes where the father was absent because of desertion or death. 62 percent represent desertions and 11 percent deaths.

These data, which are in substantial agreement with a number of related studies, suggest that the factors mentioned are related to the problems of dropouts, delinquency, crime, and eventual incarceration. Implicit in these findings are questions toward which the schools could well focus more attention.

Since truancy is found to be a dominant factor, our compulsory attendance laws should be studied for possible adjustment. A bill introduced into Congress, H.R. 9876, on February 13, 1964, seeks to

establish a committee to study compulsory attendance laws in the United States and their relationship to juvenile delinquency. Section 8 of the bill states:

> The Secretary shall make a special study of compulsory school attendance laws and of the laws and regulations affecting the employment of minors with a view to determining the effects of such laws and regulations on juvenile delinquency and youth offenses.[26]

What would happen if the children in this democratic society were given a choice? What would the challenge be to our society in terms of providing schools situations that were attractive and meaningful to all youngsters? Are the schools and society prepared to ask themselves these questions?

Friedenberg states:

> School attendance laws do not require attendance until a specific minimum of competence deemed essential to the conduct of adult life has been attained; this would mean a life sentence for some. Nor are they contractural; they do not guarantee the student any outcome or even any minimum standard of educational service or decent treatment in return for his obligation to attend. Even if he can establish that the school is substandard and that he is personally mistreated there, he can only try to force the school authorities to make improvements which, usually, they would already have made long ago if they possibly could. From this point of view, compulsory school attendance appears as

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[26] Union Calendar No. 472, H.R. 9876, Report No. 1139, In the House of Representatives, February 13, 1964.

> a gross violation of Civil Liberty; a bill of attainder against a specific age group that guarantees no compensation in return. The school may, indeed, benefit the child; but it doesn't have to in order to earn the right to retain him.[27]

Since these data indicate that this sampling is essentially an educable one, and this comports with other findings in studies of deliquency and youth crime it appears that questions of curriculum, methodology, and grouping should be critically examined. There is considerable doubt that our present curriculum is hospitable to the needs and interests of lower class youth. Kvaraceus believes that the courses of study in public schools today favor the academically talented middle class child and are highly prejudiced to both the non-academic and lower class youth. He believes that many of the problems of dropouts and norm-violating youth take root in the curriculum.[28]

Keppel states:

> For too many years education in the slums has been directed to maintenance of schools that exist in form

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[27]Edgar Z. Friedenberg - "An Ideology of School Withdrawal," in Daniel Schrieber, The School Dropout. Washington, D. C., National Education Association, 1964.

[28]William C. Kvaraceus, Juvenile Delinquency and The School, New York, World Book Co., 1945, p. 146.

> but not in substance, where teachers seem to teach and children seem to attend, but where the link between teaching and learning is frail and tenuous. We have failed to make the indispensable extra effort to reach and teach these children. Far too often, they are regarded as not merely difficult to teach, but as virtually unteachable. The over-riding difficulty, however, is the persistence in teaching methods that have not worked and will not work.[29]

While it is not possible to establish a cause-affect relationship between school experiences, dropouts, and incarceration from these findings, it does appear that a strong positive relationship does exist. It can be stated that there is an educational syndrome that is common to the incarcerated sampling.

The inmate is most likely to be a poverty stricken, culturally deprived, Negro dropout from an unstable home situation who left school at age 16. His school record will reveal a history of poor adjustment, truancy, retentions, and mobility. There is evidence that he will be an under achiever.

Serious deficiencies in reading, communication skills, and arithmetic will be apparent, despite average intelligence. Grade level attained will usually be 7, 8, or 9.

The inmate will usually have a history of juvenile offenses and committment to other institutions.

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[29] Francis Keppel - United States Commissioner of Education - Command Posts in New War. The Washington Post. March 24, 1964.

When the dropout factor is coupled with employment possibilities for youth in Washington, D.C., serious portents for crime become apparent. These twin frustrations are especially damaging to Negro youth.

The Washington Post reports that during the first half of 1964 the unemployment rate among white boys was 16 percent and among Negro boys it was nearly 24 percent. In 1954 there was little difference in the level of unemployment among Negro and white youths, but in the subsequent decade the unemployment rate for Negroes rose to a level nearly 50 percent above that for whites.[30]

Finding ways to keep deprived youngsters in school, and this applies especially to Negro youth, represents one of the urgent challenges of our day. It is equally as urgent as laws designed to open avenues through which only the employed may pass. Unless an intensely critical focus is placed and kept upon causal factors for dropping out, the culturally alienated, crime ridden, inner city will continue to spawn unprepared, peripheral, humanity destined for a life of shame and despair.

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[30] The Washington Post, Editorial, Teen-Age Unemployment, Thursday, August 27, 1964.

CHAPTER V

IMPLICATIONS FOR SCHOOLS

It is widely recognized by educators that one of the pressing problems in the field of education today is how to effect greater compatibility between culturally disadvantaged children and traditionally oriented public schools. In the slum areas of the great cities this problem takes on critical dimensions that have implications for dropouts, delinquency, and crime.

Jack Goldberg states:

> "It is now an accepted fact that there is considerable lack of fit between the culturally deprived child and the public school system. This mismatch results in a high rate of school dropouts, and a high rate of under achievement. The reasons for this gap between the child and the school involve limitations in both the slum child and the slum school.[31]

Goldberg also reveals that 60 percent of Negro youth as compared with 10 percent of white youth in Washington, D.C., are growing up under conditions of extreme adversity.[32] This would suggest that a considerable number of children in the Public Schools of Washington, D. C., could be characterized as culturally deprived.

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[31]Jack Goldberg and Others, Op. Cit., p. 430.

[32]Ibid., p. 431.

RECOMMENDATIONS FOR SCHOOLS

1. Initial entrance of slum children into public schools is sometimes a journey into despair. Because of the paucity of experiential background, serious communication deficiencies, and a general unreadiness for school performance this confrontation could represent a serious defeat for many youngsters. An urgent need is indicated here for pre-school education for deprived children so that the possibility for successful school performance can be enhanced.

2. Close consideration should be given to the development of curriculum materials that are more related to the experiences of slum children. This is especially important in the area of reading where the development of reading skills is so dependent upon the experiences of the learner.

The Gluecks suggest that fundamental changes must be made in school curricula. Compelling certain types of children into the traditional mold results in increasing tension, frustration, revolt, and delinquency.[33]

3. Every effort should be made administratively to create a climate that emphasizes success for children.

4. Highly professional counseling and guidance services should be made available in all inner city public schools.

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[33]Sheldon and Eleanor Glueck, Delinquents in the Making: Paths to Prevention. New York, Harper and Brothers, 1952, p. 200.

5. Methods of grouping should be investigated to determine their impact upon pupil achievement and adjustment. There is considerable doubt that ability grouping is in the best interest of children. Irwin Katz found that ability grouping tends inevitably to freeze teacher's expectations as well as children's own self-images, hence it is particularly dangerous to intellectual development in the early grades.[34]

6. Slavish insistence on adherence to middle and upper class standards by slum children in the early grades seems inimical to rational expectations. The marking system that rewards these standards could very well mean mass retentions, frustrations, and years of failure for many disadvantaged children. It is conceivable that great numbers of these youngsters pass through elementary schools without ever receiving a mark indicating successful achievement. This is not to suggest a lowering of standards. It is to suggest that exploration is needed to find ways to give culturally deprived children a sense of achievement and success.

Attention could be given to a continuous progress plan where grades and marks would be completely eliminated at the elementary level. Children would move along according to their individual capacities. This would free the more talented youngsters to go beyond the bounds of artificial grade requirements. It would lessen the adverse psychological affects of poor marks, failures, and retention on culturally deprived children.

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[34]Irwin Katz, "Effects of Desegregation on Performance of Negroes," American Psychologist. Vol. 19, No. 6, June, 1964, p. 397.

The traditional A, B, C, D, U, system that is currently used is highly prejudicial to alienated elementary children. A teacher reported that after issuing report cards to her class, she noted one youngster who was smiling gleefully. She asked him why the smile. He replied: "Last time I got 8 U's, this time I got only 5."

7. Attention must be given to creating classroom situations that are conducive to learning and good mental health for teachers. There must be a community intolerance of over-sized classes. The 30 to 1 teacher pupil ratio is far too great when teachers are instructing youngsters with extremely meager experiential backgrounds. A more reasonable ratio would be 15 to 1. Teachers must be freed from the mountains of clerical work that now constitutes a major part of their responsibilities.

Martin Deutsch found that in time samples of classroom activity, from 50 percent to 80 percent of all classroom time in New York City, elementary schools with predominantly Negro, lower class, children was devoted to disciplining and various essentially non-academic tasks.[35]

8. There should be in-service training for teachers, principals, and other school personnel so that the peculiar educational and personal problems of culturally deprived children could be brought more into focus.

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[35] Martin Deutsch, "Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement," Soc. Appl. Anthropol. Monogr.; 1960, No. 2.

The vast amount of evidence indicating that dropouts, delinquency, and crime are essentially lower class phenomena points to a need to examine closely those institutional forces with which these people interact.

It would seem that no amount of rehabilitation would stop the upward spiral in these phenomena unless corrective action were taken in what appear to be precipitating factors.

There is support in this study to give some validity to the assumption that some modifications and adjustments in public school programs could help to alleviate dropout, delinquency, and crime problems.

Dr. William Healy refers to the United States as "the most crime-ridden civilized country in the world." While the influence of the schools can only be limited in influencing the broad cultural patterns, values, and philosophy of our total society, it can be great in providing a hospitable place where all children, including the culturally alienated, may grow into responsible, productive, citizens with a sense of dignity and hope for tomorrow.

The crucial variable in delinquency containment is the early internalization of an acceptable self image. An educational program that gives this variable the fullest consideration would use every viable technique to enhance personality and foster success experiences.

IMPLICATIONS FOR CORRECTIONAL EDUCATION

1. The strong emphasis on basic education is admirably suited to the requirements of this population with its serious deficiencies in reading, language usage, and arithmetic.

2. Attention should be given to the professional development of appropriate curriculum materials in the areas of reading, language usage, and arithmetic. There is a dearth of such materials among publishers.

3. A professionally trained Reading Specialist should be a part of the school staff.

4. Periodic teacher evaluation of inmates might provide additional incentives for better achievement. These evaluations would be given to the inmates. It should be stressed here that marks would hardly be appropriate. An essay type of appraisal indicating strengths and areas where improvement is needed would suffice. Every effort should be made on these evaluations to accentuate the success experiences of the inmates.

5. It is suggested that a School Awards Day be instituted at the Center to give recognition to inmates who have made outstanding educational progress. This could act as a positive motivational factor.

6. Attention might be given to increasing the number of inmates achieving Graduate Equivalent Diplomas. It is possible that intense counseling could increase aspirational levels and make this possible.

7. The predominance of inmates with deficiencies in basic education suggests that efforts be made to completely eradicate functional illiteracy. A cadre program, using better trained inmates as teacher assistants would seem to be helpful. Cadre would function under the personal supervision of the professionally trained educational staff. They would assist in areas requiring technical proficiencies, such as flash card drills in reading and arithmetic, running off of educational material, and working with small groups in concept clarification.

8. Attempts to more adequately equip some of the Youth Center population for greater occupational competency upon release are manifested in the Vocational Program recently instituted in cooperation with H.E.W. and the Labor Department. This is considered a major breakthrough and indicates further the intense emphasis upon rehabilitation at this model institution.

These data revealed in this study suggest a checklist that could be used at a sixth grade level in helping identify potential candidates for dropping out and eventual incarceration. It is conceivable that working intensely with youngsters who present this syndrome could alleviate the dropout and crime problem.

THE CHECKLIST

1. Has the child been a persistent behavior problem in school? Yes ☐ No ☐
2. Does the child have a history of truancy? Yes ☐ No ☐
3. Is there a record of failure in the child's school history? Yes ☐ No ☐
4. Does the child have normal or near normal intelligence? Yes ☐ No ☐
5. Is the child two years or more retarded in reading? Yes ☐ No ☐
6. Is the child two years or more retarded in arithmetic? Yes ☐ No ☐
7. Is there serious retardation in language usage? Yes ☐ No ☐
8. Has the child attended 2 or more elementary schools? Yes ☐ No ☐
9. Does the child have a juvenile court record? Yes ☐ No ☐
10. Has the child been institutionalized? Yes ☐ No ☐
11. Is the child's father absent from the home? Yes ☐ No ☐

These findings seem to indicate that a yes reply to the eleven variables would suggest a need for close observation, intense remediation, and referral to the school social worker for help.

CASE STUDIES

Excerpts from two case histories are presented which seem to characterize the pattern discovered in this study. The first contains data concerning an inmate at the Youth Center. The second contains data concerning a 6th grade child in the Public Schools of Washington, D.C., who is a serious behavior problem. It can be noted that the syndrome is essentially the same in both cases. This would suggest that the checklist could be used in identifying potential dropouts and youthful offenders and initiating a therapeutic and preventive program at the end of the child's elementary school education. This is not to suggest that earlier danger signals such as truancy and severe difficulty in school adjustment should be ignored until the child reaches the 6th grade.

Youth Center Case

This is a 20 year old youth, the third of six children born in the District of Columbia. His father lives somewhere in Maryland. The mother is in the District, domiciled in a low cost housing unit. For all intents and purposes he has been abandoned by his mother and father. The youth really doesn't know where either of them lives. He remembers that his parents had been separated many times during his lifetime, but permanently since 1954.

He and a brother spent over five years at Maple Glen together. He states that he tried running away a couple of times but always returned because he had no place to go. He has already been in the Industrial Home School, Maple Glen, and National Training School.

This youth has great resentment in the knowledge that he was abandoned. He feels unwanted and is very discouraged and disabled emotionally.

His schooling began at age 6 in an inner city public school in Washington, D. C.

He states he quit school at age 16 while in the 8th grade because he saw no sense in continuing. He admits that he was a poor student and was discouraged from continuing by a teacher who didn't like his past record of delinquencies and made life miserable for him in the classroom. Subject states he was confronted by his record wherever he went. In fact, he was always dragged in fights about it with his peers.

Respondent says he frequently stayed away from school when he was in elementary schools because teachers didn't like him and he couldn't get along with other children. He was kept back 3 times.

At the age of 8 this youngster spent 6 months at the Industrial Home School because he was behond his mother's control. This was in addition to other institutionalization.

Subject admits that he was involved in juvenile court action on numerous charges, including pocket book snatching, petite larceny, and unlawful entry.

At age 16 he was charged with robbery.

The subject has a Beta I.Q. of 106. On the Stanford Achievement Test he scored 2.8 in paragraph meaning, 3.7 in word meaning, 1.0 in language usage, 3.4 in arithmetic reasoning, and 5.0 in arithmetic computation.

He is now a very immature person and non-conforming, probably over compensating for his poor concept of himself. Generally he is emotionally disorganized; his ego and super ego strengths will need bolstering. There is a great need for emotional sustainment under kind supervision.

CHECK LIST APPLIED TO A BOY IN THE PUBLIC SCHOOLS

1. Has the child been a persistent behavior problem in school? YES

This boy's school history shows that he has been a problem in school since the first grade. This is indicated by the marks on his cumulative record under the category, "citizenship." Citizenship includes behavior, adjustment, work and study habits, and effort. In the D.C. Public Schools, pupils are marked with the letter grades, A, B, C, D, and U. A = Excellent, B = Very Good, C = Good, D = Improvement is Needed, and U = Unsatisfactory. The marks on this boy's record for the years he has been in school are: Grade 1 - U, Grade i repeated - D, Grade 2 - U, Grade 2 repeated - U, Grade 3 - U, Special Class - C, and Grade 6 - U. Grades 4 and 5 were spent in a special class or confinement.

2. Does the child have a history of truancy? YES

This child became a case for the Attendance Department in grade 3. His record shows that in the third grade he was absent 23 days, and in the fourth grade, where he was in a special class, he was absent 35 days. Reports to the Attendance Department show that he often truanted for more than a week at a time.

3. Is there a record of failure in the child's school history? YES

The child's school history shows that he failed the first, second, and sixth grades. Failure is automatic in the sixth grade if a child

does not make a certain score on the sixth grade achievement tests and will not have attained the age of 13 years, 7 months by the beginning of the next school year. This boy is presently repeating the sixth grade.

4. Does the child have normal or near normal intelligence?

YES

By normal intelligence, it is meant that a child has an I.Q. between 90 and 110. Near normal intelligence includes those of I.Q.'s of 85 and above. In the D.C. Public Schools, the first test given to children is the Metropolitan Readiness Test. This test includes a test of reading readiness and number readiness. Although it is not designed as an intelligence test, there is a high correlation between scores on the readiness test and pupil achievement in school. On the Metropolitan Readiness Test, this pupil received scores of C in reading readiness, B in number readiness, and C for the total. The marks given on the readiness test are interpreted as:
A = Superior, B = High Normal, C = Normal, D = Low Normal, and
E = Poor Risk. Experience with thousands of records have shown the marks received on the readiness test to be an indication of intelligence.

In 1961, this boy was given the Otis Quick Scoring Alpha Intelligence Test. On this test, his I.Q. was measured as 85. On two later individual tests, he measured 80 and 82.

It is believed that if he were given the Beta Test, which is administered to the youths at the Youth Center, he would score higher, since this is the pattern of the average incarceree.

5. Is the child two years or more retarded in reading? YES
At the beginning of this school year, 1964-65, this boy is repeating the sixth grade. His instructional reading level as measured by an informal reading inventory is 3-1. This means that he is retarded three full years in reading.

6. Is the child two or more years retarded in arithmetic? YES
His record shows that his level of attainment in arithmetic is 3.5. This means that he is two and one-half years retarded in arithmetic. Usually children who make "B" in arithmetic readiness score above their grade level by the time they reach the sixth grade. In this case, the boy is 2½ years behind his grade level after repeating three grades.

7. Is there serious retardation in language usage? YES
A speech correction progress report by the speech therapist states, "Severe articulation - omits all final consonants, does not use lips, omits syllables - substitutes sounds and whole words - Progress very slow." Because of his speech difficulty, his reading and written language skills have been affected. He is unable to cummunicate effectively either orally or in writing.

8. Has the child attended three or more elementary schools? YES
The cumulative record shows that the child has attended four elementary schools. At present he is being transferred to his fifth in hopes

that the new school will help him to make a more satisfactory adjustment. Three school changes were due to the parent's having to move to a new neighborhood because of economic or domestic reasons.

9. Does the child have a Juvenile Court record? YES

The child has a Juvenile Court record dating back to age 10 or 11. He was brought to the attention of the Court for stealing and for truancy.

10. Has the child been institutionalized? YES

The child was committed by the Juvenile Court after several incidents of theft. His record of truancy and poor school adjustment were considered in committing him.

11. Is the child's father absent from the home? YES

The boy's natural father left the home when the boy was very young. For several years the boy's mother tried to support two sons by herself. She admits that many times they were left unsupervised since she had to work such long hours for meager wages. Later, the mother remarried, but at the time of this writing she is separated from the second husband. At age twelve this boy is more and more becoming uncontrollable by his mother. When he becomes violent, she is actually afraid of him. This is the probable resultsof the boy's not having a male figure to identify with during his formative years.

This case is typical of some of those who have dropped out of school. He can already be considered a delinquent. He steals regularly and admits it. He always has more money than a child should have,

and his mother has no idea where he gets it. He is defiant of authority and is ready to fight when rebuffed. There is no doubt that he will be incarcerated by the time he is 18 years of age; that is, unless special efforts are made to improve his school experiences. The school is trying to do this with the limited facilities that it has. In fact, the school has been trying for all the years that this boy has been in school to help him to adjust. However, it is felt that there is really no place in the Public Schools of Washington, D. C., nor is there any type of program in effect where this boy can get the kind of experiences which will lead to even a bare minimum of success. Entering school in September, 1957, his record by June, 1964, shows his marks in subjects to be a total of 27 U's, 9 D's, and 3C's. Two of the three C's were in physical education, a subject in which he excels. At the Children's Center in Laurel, Maryland, where he was confined, he won prizes in athletic competition. This indicates a complete lack of success experiences in school and shows the futility of trying to fit this type of individual into the type of program presently offered by the elementary schools.

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